**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 18-1 Using data from real graphs** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Look ahead to other graphing activities. Anticipate having the students design and create graphs. |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Daily math review of previous lesson. Look at graphs around the room. Discuss horizontal and vertical graphs. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context? After this lesson, have the students discuss their graphs. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use 8 - 2 color counters and a ten frame. Have the students toss the counters and graph them in a ten frame. Compare the results. Discuss as a class. “Tell me about this graph.” “What can you learn from it?” “Can you predict anything?” | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have them pair and share and record in journals, using a T chart with yellow as one side red as the other. Record results for 5 tosses. Have the class share their journals at the carpet. Look for similarities, look for differences. Ask, “Does this make any connections for you?” “Why do you think so many of us have the same combinations?”  Students will do 18-1 independently. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Assess 18-1 independent practice. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Extensions: Do the helping hands activity. Have students graph other items such as: cereal, favorite sports, etc. Record results. Have students build a horizontal graph, then a vertical graph. | |
| **HOMEWORK** Do the homework page assigned. Send home some graph paper, and have the students survey and graph a family favorite such as food or sports. | |